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WEST TENNESSEE STATE NORMAL SCHOOL

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STATE BOARD OF EDUCATION

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1923-24

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General Information

The Winter Quarter of the West Tennessee State Normal School, session of 1923-24, will open on Wednesday, January 2, 1924.

All students should register and be classified promptly, as class work will begin on Thursday, January 3.

Students who have not completed registration by 5 p. m. on Friday, January 4th, will be charged an extra fee of \$2.00.

COURSES

In addition to the courses offered leading to the Normal School Diploma and Certificate courses, review courses in the elementary school subjects are given. Certain courses known as Teachers' Courses are also offered. These courses combine a review of the subject matter with methods of teaching. The student may thus renew certificates to teach while pursuing courses which fit them for their especial line of work or lead to Normal School Credits on Diplomas or Certificates.

EXTENSION COURSES

Realizing the imperative demand for trained teachers and wishing to meet that demand as far as practicable, the West Tennessee State Normal School offers unusual Extension Courses to all teachers who are desirous of increasing their professional efficiency. In order that teachers throughout West Tennessee may have opportunity of prosecuting Extension Courses which will lead to a Certificate or a Diploma, the Normal School is holding regular sessions on Saturday. These sessions will continue through the Winter and Spring terms.

This arrangement gives opportunity of spending one whole day each week in class room, lecture, laboratory, or library work under the supervision of the faculty. Furthermore, members of the Normal School Faculty meet classes in the city of Memphis twice each week, thus allowing additional opportunity for ambitious teachers to secure Normal training by taking some one of the Extension Courses offered.

THE DEMONSTRATION SCHOOL

Before the close of the session the Demonstration School will be quartered in a splendid new building now under construction. This building meets all the requirements of a modern school plant. The class rooms are of standard size and arrangement, and in addition to class rooms, there are special rooms for student-teachers in which

selected groups of pupils may be given special instructions—a gymnasium, home economics and manual training rooms, library, rest room and principal's office.

The building is adjacent to the new Memorial athletic field. This, with the Normal campus, makes available an unusual amount of playground space. Equipment will be provided and careful attention will be given to the proper direction of athletic sports and plays and games.

The value of proper physical development and training is being emphasized in the school. Pupils are being given plenty of out-door exercise, always under the supervision of the teachers.

Thorough physical examinations have been given throughout the school, and parents have been notified of physical defects of the children, and the co-operation between teachers, doctors, and parents has been excellent. The old adage, "A sound mind in a sound body" is one of the guiding principles of the school.

The State Board has set a standard of qualifications for teachers in this school that is not surpassed in any section of the country. Every teacher employed must be a college graduate with special training for her field of work. Several of the teaching staff hold the Master's degree.

The work above the third grade has been departmentalized, and each subject is taught by a teacher who is a specialist in that subject. The work will be further specialized so that every pupil will have instructions that is particularly suited to his capacity. Standardized intelligence and educational tests will be administered from time to time for the purpose of dividing the grades into instruction groups, and for the purpose of measuring the results of instruction and discovering deficiencies.

The school will be used as the laboratory of the Department of Education as far as general methods of teaching and administrative questions are concerned, but every department of the Normal School will have opportunities for study of the effectiveness of different types of teaching methods in the various subjects.

The Demonstration School will make it possible for the Normal School to fulfill to a much greater extent, its mission as a teacher-training institution.

EXPENSES

There are no tuition charges to students who are residents of Tennessee. Non-residents pay \$20.00 for each of the quarters. All students pay a registration fee of \$3.00 and a Student Activity fee of \$2.00 each quarter.

Day students, who are residents of Tennessee, pay the following fees each quarter:

Registration	-----	\$3.00
Student Activity	-----	2.00
Breakage	-----	1.00

The following fees are paid by students who live on the campus:

WINTER QUARTER

Tuition	FREE
Registration	\$ 3.00
Student Activity	2.00
Board	35.00
Lodging	12.50
Lights	1.50
Laundry	7.50
Total	\$61.50

A breakage fee of \$1.00 is required of all students. This fee is charged only one time per person, being payable when the student first enters the institution.

Students will be held responsible for damage done by them to buildings, furniture, apparatus or other property. In case responsibility or damage cannot be fixed the cost will be distributed among the students concerned.

LABORATORY FEES

The following fees are charged students pursuing courses in the several departments to cover materials used:

All courses in Biology, Drawing, Manual Training and Physics, \$1.00 each per quarter.

All courses in Chemistry, \$1.50 each per quarter.

Home Economics 30, 31, 32, 25 cents each; Home Economics 40, 41, 42, \$1.00 each; Home Economics 50, 51, 52, \$1.00 each; Home Economics 56, 57, 58, 25 cents each; Home Economics 60, 61, 62, \$1.50 each; Home Economics 66, 67, 68, 25 cents each.

ROOMS

There are a few single rooms in the dormitories and a few others capable of accommodating three students, but in general only two student occupy a room.

Single rooms are rented for \$2.50 per week.

Rooms are rented by the quarter and no reduction will be made for absence during the quarter.

No reduction will be made in board for absence except in cases of extreme and continued illness.

WHAT THE STUDENTS FURNISH

Students rooming in the dormitories should bring the following articles: Towels, bed linen, blankets, and a pillow. Students living in the dormitories will be required to keep their own rooms in order, and the matron will make daily inspection.

LAUNDRY

The West Tennessee State Normal School owns and operates a modern, sanitary laundry. Students occupying rooms on the campus are required to have their laundry work done here, and therefore pay the laundry fee.

Courses of Study for Winter Quarter, 1924

Most of the courses offered for the Winter Quarter are continued from the Fall Quarter, but the work is so arranged that new students may enter the classes. Many new classes will be organized, especially in the Teaching of Elementary and High School subjects.

DEPARTMENT OF EDUCATION

Professor Hughes, Miss Beatty, Mr. Deen.

Academic Courses

EDUCATION 32—School Management and Law—4 credits.

Certificate and Diploma Courses

EDUCATION 50—General Psychology—4 credits.

EDUCATION 51—Child Study—4 credits.

EDUCATION 52—Class Room Management—4 credits.

EDUCATION 56—Primary Methods—4 credits.

EDUCATION 61—Principles of Teaching—4 credits.

EDUCATION 66—Practice Teaching—4 credits.

EDUCATION 70—History of Education—4 credits.

DEPARTMENT OF AGRICULTURE

Mr. Hunerwadel, Miss Pritchett.

AGRICULTURE 41—Animal Husbandry—4 credits.

AGRICULTURE 51—Horticulture—4 credits.

AGRICULTURE 61—Farm Mechanics and Engineering—3 credits.

DEPARTMENT OF BIOLOGY

Dr. Graves.

Biology, always an important subject, has in the last few years of improved scientific knowledge reached a position so important that a knowledge of the subject is most essential.

It is one of those fundamental subjects, dealing with life and nature, giving us the proper conception of the plant and animal life about us, and preparing us to intelligently solve the every day problems that confront us.

The understanding of all forms and structures of plants and animals, based on practical lessons given in our laboratory, gives the student a view of life not obtainable elsewhere. This subject to medi-

cal, dental, and pharmacy students, dieticians, domestic science teachers, and, in fact, any student majoring in science is both practical and essential.

BIOLOGY 41—Elementary Zoology.

Text: Davison's Practical Zoology.

A course intended to give to students a working knowledge of the chief form of animal life.

One Quarter, 4 credits, 5 hours a week (2 hours laboratory).

BIOLOGY 51—Zoology.

Text: Robt. W. Hegner's College Zoology.

Five hours a week (2 hours laboratory), 4 credits.

BIOLOGY 71—General Physiology.

A continuation of Course 70.

Text: Martin's Human Body.

An advanced course in Physiology, designed especially for those who wish to teach either Biology or Domestic Science—Junior College rank essential.

Five hours a week (2 hours laboratory), 4 credits.

DEPARTMENT OF CHEMISTRY

Professor Hayden.

CHEMISTRY 41—High School Chemistry—4 credits.

CHEMISTRY 51—General College Chemistry—4 credits.

CHEMISTRY 55—Applied and Industrial Chemistry—4 credits.

CHEMISTRY 60—Organic Chemistry—4 credits.

CHEMISTRY 70—Qualitative Analysis—credit based on work.

DEPARTMENT OF COMMERCE

Mr. Easterly, Miss Pritchett.

The aims of this department are (1) to make it possible for teachers to secure a knowledge of business subjects as a part of their general education. The keeping of accounts is necessary to every individual, and the mastery of typewriting and shorthand gives him possession of inestimable value in his studies as well as in any business or profession in which he may engage; (2) but not least to teach teachers how to teach commercial subjects. There is a greater demand on the high schools of today to teach subjects that are found in a modern and efficient business department than at any previous time. It is to meet these demands that Normal School is lending every effort.

Since teachers of commercial courses in high schools are usually expected to teach all the subjects of the ordinary high school commercial course, students expecting to handle this work should at least include in their preparation the following courses: Accounting, Law, Stenography, Typewriting, Office Practice Methods of Teaching Commercial Subjects, and Practice Teaching.

The following courses will be offered during the Winter Quarter:

COMMERCIAL—30, 31, and 32.

COMMERCIAL—41, and probably 42.

COMMERCIAL—43, 44, and 45.

COMMERCIAL—52. (See July bulletin.)

If the demand should be great enough we shall be pleased to offer some other course besides those above.

High School subjects are numbered 30's and 40's. Commercial subjects numbered 50 and above are open to High School graduates only.

DRAWING AND PENMANSHIP

Miss McCormack.

DRAWING 50—Primary Art—3 credits.

DRAWING 51—Intermediate Art—3 credits.

DRAWING 52—Advanced Art—2 credits.

PENMANSHIP 51—(Palmer Method)—2 credits.

DEPARTMENT OF ENGLISH

Professor Vaughan, Miss Augustus, Miss Frye, Mr. Deen,
Miss O'Donnell.

ENGLISH 31—American Literature—Rhetoric.

ENGLISH 41—English Literature—Rhetoric.

ENGLISH 51—College Rhetoric (Five Sections).

ENGLISH 53—Teachers' Grammar.

ENGLISH 58—American Poetry.

ENGLISH 61—Short Story.

ENGLISH 68—Public Speaking.

ENGLISH 71—Nineteenth Century Prose.

DEPARTMENT OF GEOGRAPHY AND PHYSICS

Professor McCombs.

GEOGRAPHY 51—Modern Geography—4 credits.

GEOGRAPHY 53—The Teaching of Geography—4 credits.

PHYSICS 41—High School Physics, Electricity—4 credits.

PHYSICS 61—Normal School Physics, Magnetism and Electricity
—4 credits.

DEPARTMENT OF HISTORY

Professor Scates, Miss Aycock.

HISTORY 31—History of England—4 credits.

HISTORY 41—American History—4 credits.

HISTORY 51—French Revolution and Napoleonic Era—4 credits.

HISTORY 53—Teaching of History in Elementary Schools—3
credits.

HISTORY 60—Formation of the Union—4 credits.

HISTORY 61—Advanced American History (three sections)—4 credits.

DEPARTMENT OF HOME ECONOMICS

Miss Wright, Miss Harrison.

All but one of the courses offered by the Department of Home Economics for the Winter Quarter are courses that were begun in the Fall Quarter, and students wishing to enter these classes must consult instructors before registering for these courses.

The course to be begun this quarter is a college course in Teaching Home Economics.

HOME ECONOMICS 31—Elementary Sewing—Miss Harrison—4 credits.

HOME ECONOMICS 41—Elementary Cookery—Miss Wright—4 credits.

HOME ECONOMICS 51—Foods and Cookery—Miss Wright—3 credits.

HOME ECONOMICS 57—Sewing and Textiles—Miss Harrison—3 credits.

HOME ECONOMICS 61—Home Cookery and Table Service—Miss Wright—3 credits.

HOME ECONOMICS 67—Advanced Sewing and Textiles—Miss Harrison—3 credits.

HOME ECONOMICS 75—Teaching Home Economics — Miss Wright—3 credits.

LATIN DEPARTMENT

Miss Augustus, Miss Frye.

LATIN 11—Beginners—4 credits.

LATIN 31—Cicero, third and fourth orations against Catiline—4 credits.

LATIN 41—Vergil's Aeneid, third and fourth books—4 credits.

LATIN 55-(a)—Cicero, three orations—4 credits. Freshman College Rank. Prerequisite two years of Latin.

LATIN 55-(b)—Vergil's Aeneid, third and fourth books, and selections from books seven, eight, and nine—4 credits. Freshman College Rank. Prerequisite two years of Latin.

LATIN 57—Sallust's Bellum Catilinae, edited by Scudder—3 credits. Prerequisite Latin 10-42 or Latin 54-56.

LATIN 60—Pliny's Letters, Wescott edition—3 credits.

DEPARTMENT OF MANUAL TRAINING

Professor Wilson.

All courses in the Manual Training Department are continuous, that is they begin in the Fall Term and continue through the year.

There are, however, several courses which might be taken up at the Winter Quarter providing the student has had some previous work. Those contemplating such action should confer with the head of the department prior to registration. Full description of courses is to be found in the general catalog of the institution.

Courses Offered Winter Term

MANUAL TRAINING 41—Elementary Woodwork—3 credits.

MANUAL TRAINING 51—Advanced Woodwork—3 credits.

MANUAL TRAINING 44—Elementary Mechanical Drawing—3 credits.

MANUAL TRAINING 61—Architectural Drawing—3 credits.

MANUAL TRAINING 71—Teaching of Manual Training—4 credits.

DEPARTMENT OF MATHEMATICS

Professor Poindexter, Miss Morrow.

The following courses will be offered in the Department of Mathematics for the Winter Term:

MATHEMATICS 21—High School Algebra—4 credits.

MATHEMATICS 31—Plane Geometry—4 credits.

MATHEMATICS 41—Business Arithmetic (concluded) and Solid Geometry (begun)—4 credits.

MATHEMATICS 51—Plane Trigonometry—4 credits.

MATHEMATICS 52—College Algebra—4 credits.

MATHEMATICS 53—Teachers' Arithmetic—4 credits.

MATHEMATICS 61—Analytics—4 credits.

MATHEMATICS 71—Calculus—4 credits.

On sufficient demand, any course described in the regular catalog of 1922-1923 will be given.

DEPARTMENT OF MODERN LANGUAGES

Miss Thomas.

A history of France in French for the first year class, and masterpieces of French literature for more advanced classes will be read during the Winter Quarter.

"Easy Spanish Plays," "La Batalla del Marne," and entertaining portions of Don Quixote will delight Spanish classes.

The language being taught, whether French or Spanish, is as much as possible the language of the class room. The method employed in presentation is simple, direct, concise and comprehensive.

Much time is given to the study of grammar. Careful attention is paid to vocabulary, constructions, idioms, conversation, composition, and to original themes. Prospective teachers are trained in habits of accuracy and precision, and in understanding and appreciation of the author's style.

The following courses are offered:

- MODERN LANGUAGE 41—First Year French—4 credits.
MODERN LANGUAGE 47—First Year Spanish—4 credits.
MODERN LANGUAGE 51—Second Year French—4 credits.
MODERN LANGUAGE 57—Second Year Spanish—4 credits.
MODERN LANGUAGE 61—Third Year French—3 credits.

DEPARTMENT OF MUSIC

Professor Austin.

- MUSIC 48—Orchestra and Band—2 credits.
MUSIC 51—Public School Music—2 credits.
MUSIC 53—Mixed Choruses—3 credits.
MUSIC 55-B—Harmony—4 credits.
MUSIC 58—Orchestra and Band—2 credits.

PHYSICAL EDUCATION

Professor Barnard.

- PHYSICAL EDUCATION 54—Play Ground Method—2 credits.
PHYSICAL EDUCATION 55—Basketball for Women—1 credit.
PHYSICAL EDUCATION 55-A—Basketball for Men—1 credit.

Drop Stitches in Our System of Public Education*

THE SITUATION

SCHOOL ENTERPRISE A BUSINESS:

Our system of public education is a business enterprise. Few people realize how much is invested and what is involved. The enormous annual expenditure, the millions tied up in buildings and equipment and the great human force employed to supervise this work constitutes a power and an influence greater than that of any other organization within our borders—greater even than the combined forces of all other organizations and institutions excluding none save that most sacred of all institutions—the home. This situation calls for organization, system, economy and competence as well as much hard work. The question is: Are we measuring up to the standard of requirements and expectations?

ORGANIZATION IMPERFECT:

Being a public institution we are more or less (and usually more) lax in our system and more extravagant in our expenditures than we would be if it were a private corporation. School organizations of both state and county are ample and excellent, though loosely connected and not well patronized. Our objectives are at variance. We are indifferent to a system of organizations and our sense of duty and obligation to the same is weak. We disregard instructions from those higher in authority and act as if our part were of a private nature and operated on a small scale. With this thought in mind we can never hope to succeed in bringing our system of public education up to the standard of requirements and obligations.

SACRIFICE NOT TOO GREAT:

Too often we hear the cry of meager salary and great sacrifice made by the teacher. This not a copyrighted slogan for the teacher—all professions and trades use it and each thinks he is making the greatest sacrifice. The life that is worth while is the life of devotion and service, whether it be teaching or nursing, teaching or engaged in menial labor—consecration to service whatever that service be, is the one thing needful. Does the writer of a good book or the maker of a successful mole-trap ever feel that he has gotten value received for his contribution to society? Can the mother ever be repaid for her contribution to the home and to society? If these do not feel this way, they

*The address of Professor J. H. Bayer, Dickson, Tennessee, president of the West Tennessee Educational Association, delivered before this organization assembled in the Auditorium of the West Tennessee Normal, November 2, 1923.

have missed the goal of life. The feeling that a sacrifice has been made and that a contribution worth while to humanity has been given must be felt in the human breast if we are to count life worth the living. The life *worthwhile* lies in the sacrifice. "He who would gain his life must lose it." Is the teacher doing more than her share? Wherein is the real joy and satisfaction of life, in the dollar or in the satisfaction of an obligation or duty faithfully discharged? Should the question be, "How much am I getting or how much am I giving?" The clamor for increased salaries without increased efficiency upon the part of the teacher, the dissatisfaction of the patrons for the want of better training of their children, and the complaint of the tax payer because of an increase in taxes without visible results commensurate with the increase in taxes, are serious questions for us to contemplate. We must deliver a satisfactory cloth in a satisfactory condition.

FAULT

FAULT DUE TO INDIFFERENCE OF BETTER CLASSES:

A situation never exists without a reason for it and we may do well to look for this reason. How many of us have the true conception of suffrage and realizing it, do our full duty as American citizens? It seems impossible to get our best people to run for, or even accept an office of trust, and how seldom do they think of discharging this obligation as a contribution to society more than to one of dollars and cents? Let George do it, has become the slogan. What class of people elect our office holders and who is responsible for this situation? We can not hope to win out by letting the wrong class take hold of and run things. We must get into the fight. Our sins of omission are even greater than our sins of commission. So engrossed do we become in our own business interests that we do not even stop to think of our duties to our community or of what our community is doing for us. When the better class of people will agree to take an active part in elections and run for office and see that the right is done, we will have better conditions and not until. A stand must be taken for the right.

POLITICS:

The public schools of Tennessee should be absolutely free from politics and political influences, for they have to do with all classes of people, all phases of religious toleration and all types of society and industrial activities. Our sources of revenue are derived from all the people and for this reason all should have a voice in our system of education. If our system of public education is to be purely democratic, certainly their methods of operation should be equally free from en-

tangling alliances, and every tax payer be made to feel that he has an equal chance with his neighbor in the building up of our system of education.

STATE COMMISSIONERS:

No State Superintendent or Commissioner of Education can hope to build up a system of education for he knows his tenure of office is commensurate with that of the governor that appoints him and should he undertake to establish a system he could only hope to see its undoing by his successor in office. The history of the appointment and work of our state superintendents for the years past is an interesting one but does not always redound to the betterment of true principles of education. The fault is not in the man but in the system. We have had most excellent men to fill the position of state superintendent and if only they could have felt that they would have been unmolested far more good would have been accomplished. Nor can we hope for more from the heads of our governing authorities in education until they have more assurance of continuance in office for indefinite periods of time. Even a high school principal cannot get his bearings in less time than year and sometimes longer, and yet we want a new state superintendent to solve every problem connected with his department as soon as he assumes the duties and responsibilities of his office. We even advocate indefinite terms of office for high school principals and teachers, recommend the building of houses for them, and realize the wisdom of this but how much more important is the position of him who is at the very head of this great system of education. Should he not be more than the mouth piece of the governor who appoints him? Is it wise that we should continue to sell our birth-right after this fashion?

STATE BOARD:

There has not been an equitable distribution of time, thought and attention given to the various phases of our educational system by our State Board of Education, hence those phases receiving least attention have suffered most—namely, our elementary schools. We are not complaining at the time devoted to the Normals and the High Schools, but deplore the fact that our Elementary Schools have not had an equal share in the distribution of this time, thought and attention, by our worthy State Board which has done so much for our excellent Normals and rapidly growing system of magnificent High Schools. What this Board *has* done for these institutions is but an evidence of what they may do, and doubtless will for our elementary schools, with an equal share of time, thought and attention. The situation of our rural system of education is largely the result of neglect and indifference all along the line from the head of the

department of education to the parents and teachers of these schools. Give them better attention and closer supervision and they will improve without an increase of taxes. It takes more than money to run a school, and in our mad rush for the almighty dollar involved, we have lost sight of the cardinal virtues—hence the waste of money and stagnation in our elementary schools. A shifting of attention upon our part, and not necessarily more money, will insure improved conditions in our Elementary Schools.

COUNTY BOARDS:

Our County Board system is an excellent one and has resulted in improving conditions materially. If only more men, pure and unselfish in their motives, were elected more would be accomplished. However, when men run for sinister motives and connive with others to accomplish their purpose the system suffers in like proportion. It is no credit for a County Board to have members on it holding these positions in order that their sons and daughters may be elected to teach in the select places and at a salary entirely satisfactory to those concerned, regardless of the effect it may have on the schools. Behold the trades made and the tricks played at the expense of the best interests of education.

Again, how often do we have members on these County Boards that are indifferent to their trust and inactive in the discharge of their duties. What do they know about schools and school systems? Some do not have the slightest information or knowledge of a school or a school system. They are helpless to serve. His greatest asset lies in the success he has in the development of the game he starts out to play. A clear sale of a birth-right.

COUNTY SUPERINTENDENTS:

When it comes to the selection of a County Superintendent the question is frequently one of politics pure and simple. The qualifications and fitness for the office count for nothing. The office is regarded as but a cue to intricate interests of a personal nature. Often he is inactive and his interests elsewhere. He has not kept pace with the onward march and we do not find that he is up to standard. Present day progress and educational growth have slipped away from him, if indeed, he was ever burdened with them. It is true that the salary is but a pittance, however, this does not lessen the responsibility but to the contrary should mean even greater sacrifice and more devotion to the cause. If this can not be done, the office should be surrendered. While the various phases of our system of education have undergone wonderful changes and rapid progress has been made, we can not say that the present personnel of

our County Superintendents, as a whole, is much above that of a quarter of a century ago. Too often he stands as a back number. When a person knowing the salary attached to an office, accepts it, the responsibility begins and the salary has nothing to do with the obligations and duties. If he is true to his profession and trust he will either discharge his duty, regardless of salary, or surrender his post to another. It is a question of heart and obligation as well as one of brains and work.

THE TEACHING FORCE:

When we come to consider our teaching force we find ourselves surrounded with a multitude of troubles. Whatever else may be said about the other phases of our public school system and its weakness, we may rest assured that the teaching force is the most vital, for as is the teacher so is the school, and no stream can rise above its source.

It is as impossible for the public school authorities to make successful their operations or plans with an incompetent force as it is for any corporation to turn out satisfactory products with unskilled and disinterested labor. One skilled laborer is worth more than a dozen incompetents and proves a source of income to his concern while the incompetent work at a loss to the concern and puts it in bad repute. It is better to close down than to run at a loss; it is better to entrench and succeed on a small scale than to broaden out and fail. Nor can we ever hope to have skilled laborers as long as we continue to admit such a large per cent of our force as apprentices in the profession and to exchange many of these from year to year, after they have served for one or two years as apprentices, for others wholly untrained and with scholarship not reaching beyond the too frequently poorly prepared Elementary course of studies. We may expect to operate at a loss as long as this continues. What is the object of it all? Who is more to blame, those who make the miserable attempt or those who permit it to be done? If we were to find such a condition existing in our private business what would we do? What is our duty as sworn officials? Are we discharging it?

These novices are not always teaching because they like it nor do they expect to confine in the work but because they can make more money doing this than they can doing anything else. Many of them could not hold a position for ten days with a private concern of standing because of incompetency and unpreparedness. The salary of such teachers is too high at any price. Our children would be better off associating in their playful moods with the grandures of nature, and our system on a sounder bases if the school-houses occupied by such teachers were closed until proper facilities could be obtained to carry on the work as it should be. No wonder so many are out of school

and trying to quit. They know what is best for them. In this respect they are wiser than the teacher. But there is another class just as bad or worse. The no-accounts that we can't get rid of. They go from school to school and from county to county, from year to year and never die; the good Lord does not want them and the devil can't use them. Again we ask, who is to blame for this? The County Board knows this worthless class and so does the County Superintendent, yet little is done to eliminate it. Thus is our system, crippled and thus are our children persecuted, their ambition for an education forever blighted, and the material for a useful citizen destroyed. Wherein lies the benefits of such a system? Why continue?

We have too long made the standard of scholarship our only slogan and yet every educator knows that scholarship is not considered an ingredient in the make-up of the teacher—this may mark him as a student or scholar but not as a teacher. Teachers may be made but I doubt it. He is born just as is the poet or the inventor, the writer or the mechanic. Scholarship will never make him a teacher. The teacher must be there in the embryo. The Normal School and special training can develop this embryo but they can no more make a teacher out of a scholar if the teacher is not there in the embryonic state, than they can make a scholar out of a numskull. Our Normals should guard carefully, the personnel of their student body and permit none to pass their portals who do not have the "ear marks" of the teacher.

The school business has been used too long as the door which interested mothers and shrewd fathers found most convenient to usher their promising sons or gifted daughters through to money making until all who have even temporary certificates have found the sign written over the portals of the County Boards of Education, "Whosoever will, let her come unto us and we will give her a school." It is a shocking sight to see assembled many in the profession unable to appear at ease in society, ignorant of social functions and duties, with no pride or interest in the community in which they are teaching and no idea of how to take hold of practical problems and put them over—ignorant of all the necessary requisites of the teacher. Still they are to train the young and lead the adolescent, "O wad some power the giftie gi'e us, to see ourselves as others see us."

CAUSES

TEACHER COMMERCIALIZED:

The world is money crazed. Wherever we go and whatever we do we hear and see standing out above all else the one question, money. Even the churches are not without blame. The teacher has caught the spirit and we can hear little else from her. She has been made believe that the only thing in life is the

question of making money, and not only making money but the way to make it the quickest and easiest. The commercial world has thrown the picture upon the screen and invited the teacher to view it. Other ways have been pointed out to her and many of our best and most promising teachers have been thus victimized by the industrial world. Nor have we tried to check it. We have remained in the profession but soured on it. This is even worse than getting out of it. True, we must not forget that we need and must have money and that we should prepare for the rainy days, however, this is an economical question, yet were many teachers to have their salaries doubled they should have no more money than they now have—namely, none. There is more in the individual than there is in the salary. The amount saved and not the amount made indicates the amount of our bank account.

LACK OF ARTICULATION:

The parts of our system do not fit or articulate. One department acts independently of the other as though there were no connection. The thought of independent units with no connection is prevalent. Even in the same country we do not see that the regulations of the County Board are complied with nor do the County Board comply with the requirements and regulations of the State Board.

There is little or no articulation in our system of examinations. Tom makes out the questions, Dick holds the examinations, Harry examines the papers, Jimmie issues the certificates, and still others prepare these victims for these ordeals and each a stranger to the other—no articulation and little or no continuity in the system—no plan to which any one may work with any hope of reward. One part of the plan is old timey and foggy, another is up to date while still another, is an imaginary dream originated in the massive brain of a genius. As well try to make the old parts of a wagon fit into the parts of an automobile as to make the old methods of questions, examinations, ect., fit into the new system of education.

SUGGESTIONS AND RECOMMENDATIONS

LEGISLATION NOT NEEDED:

Few if any states east of the Mississippi have made more wonderful strides in education than Tennessee, and her system today compares favorably with any of the states of the Union. Impressions and Statistics to the contrary notwithstanding. When we think of the increase of our school fund, the establishment of our normals, the splendid development of our great University and the magnificent system of High Schools dotted all over our state, and remember that but a few years ago we

did not have these; when we think of the hundreds of young men and women assembled in our Normals today and the thousands in our excellent High Schools, and think that a few years ago we had but a small number of these in similar institutions with all paying high tuition, we wonder how it was done. When we think of the organization of our state system and improved condition of county organizations and supervision, the work done in home economics, agriculture and industrial arts, we can but feel that the growth has gone beyond the expectations of the most sanguine.

The work has been well done, the outline approved. It is ours. But this new cloth so well woven has drop stitches and it is these that need to be picked up. We do not need more legislation. We need to firmly establish and understand well what has been done. No system constructed on so large a scale in so short a time could possibly be perfect. The time for perfecting the system is now on. We must make good. Our interest should lie in the direction of better organization, closer relation and better understanding with the various phases of our system and a closer co-operation among them. We need to get our school system better organized, familiarize ourselves with the law, see that it is enforced, and obtain all that is possible from its systematic operation before attempting to take other steps forward.

A FOLLOW-UP SYSTEM:

A plan by which all may learn what is expected and what should be done to make the various phases of our system articulate more perfectly should receive special attention and a follow-up plan instituted that will work out these differences, inform each department and individual connected with the system, how these various duties function with each other and see that the law is enforced and complied with. There are many ignorant violations of the law and proper supervision would do much to eliminate this ignorance and greatly strengthen our present system.

SCHOOLS JUDGED BY THEIR PRODUCTS:

While all these radical changes have been made and money has been spent on bettering conditions and making advancements, the people have been looking for results; they have been expecting improvements that they have not seen and we have not been able to make the showing we had hoped to make, not because of the fault in the system but because of our inability to carry it out and to get those in authority to discharge their duties. Our teaching force is weak and must be strengthened before we can hope to show better results, and too much stress can not be placed at this point. Especially is this true of our Elementary School teachers, the feeders of all other classes of

schools. They have been too long neglected. We must give them that same attention and thought that has been given to the Normals and to the High Schools. Without the expenditure of more money we can greatly improve rural school conditions by proper supervision and careful attention from those in authority. The things that do not require money and that money cannot do are the things that are in most need of attention.

TAXES AND BONDS:

We are not opposed to more taxes and bond issues for school purposes but we do feel that this side of the question is receiving more than its proportionate part of the attention of school people and this at the expense of more vital questions. The tax payers are demanding that we give an account of our stewardship and being the source of our revenue they have a right to know. The disposition to pay taxes for schools and roads was never better than it is today, however, they want to know what is being done with their money. We should not deceive them and squander their money but show them what is being done with it by the superior quality of the product produced in the formation of a higher and more capable citizenry. The extravagant way in which much of our school money has been handled and the misuse to which much of it has been put, does not reflect credit upon our system. Economy and wise expenditure would certainly prove timely. As long as we can show the wise use of the money invested in the improved condition of the product we will hear little complaint from the tax payers. It is our duty to satisfy them in this respect and judicious thought on how to spend this money most wisely, would not be out of place. Our financial pace has outdistanced the other phases of our school work. The state is much concerned about the income from the investment. It is not a question with the state of how much she is spending, but what is being done with what she is giving to us.

A Co-OPERATION OF ALL FORCES:

A closer co-operation and a better understanding of all school forces from the one-teacher school to the Commission of Education and State Board of Education would result in a great saving of money and greatly increase our efficiency. The day of individual action is passed. This is a day for team work with all pulling together for the same end; with all having a desire to carry out the wishes of their superiors in office and not to foster a pet scheme recklessly and regardless of the fitness of the same. We must be a unit in the scheme of educational propaganda and should resolve within ourselves to be

loyal to the profession as well as to those in authority or resign and make way for those who will.

DUTIES TO THE PEOPLE:

The positions we occupy call for obligations and duties to the people we serve and we are morally pledged to their interests and the interests of the communities with which we cast our lot. There is a sore need of more consecration and devotion to our calling and the work in which we are engaged. We can but feel that this consecration has lost much of its former luster and we are today viewing the situation too much from a selfish and commercial standpoint. Has our consecration increased as have our salaries or do we feel under more obligations to our patrons as our salaries are increased. More consecration will bring more money but money can not buy consecration. With salaries and terms on the increase and consecration and efficiency on the decline, is there any wonder at complaints from the people. The wonder is, why they stand for it at all. The question before us today is not one of a living wage as much as one of elimination. If all but the true and the tried were eliminated where would we be; consecration to service and efficiency for the work are paramount issues. We never receive adequate compensation for service as long as service does not exceed compensation—compensation follows service and is seldom far behind.

THE UNIVERSITY OF HARD KNOCKS:

We doubt the wisdom of the destruction of that institution that has created so many of our greatest heroes and given to the world for all time to come our great men of valor—the men that have moved the world—that institution that stands almost single handed and alone in the production of our leaders—that institution that has stood the test of all ages and must be looked to for men in all cases of emergency for efficiency and leadership. I refer to the University of Hard Knocks. "A smooth sea never made a skillful sailor." There is no way to train the athlete except by special training, hard work and sacrifice. He must go through the grind. And what is true of the physical man is true of the intellectual. There is no dodging of the issue.

True, we dislike the University of Hard Knocks, we shun her, we give her bad names and all of us seem to be striking at her very foundation but the time will never come when we can do without her, when we can say we have no need of her. Then for our children, those of us who pose as the leaders of children; let us introduce our rising generation to this great institution and let them realize that they must claim her as their Alma Mater if they would achieve success in life. There is no sub-

stitute for her. The inner man can only be developed by severe training. Then in all of our education let us not eliminate all that is disagreeable because it is disagreeable, but rather hold out to the pupils the beauties and grandures of the real life and true to our trust tell them plainly yet effectively that work and eternal vigilance is the price of success, which success must be obtained in the University of Hard Knocks.

THE TRULY EDUCATED:

Nor must we forget when an individual is educated; what education is and means. Some folks think all of a man's education lies in his head but this is not true; it may be true in some cases and doubtless is, with very little there, however, the successful man must have education in his fingers, his feet, his heart; it must ramify every part of his being; even his finger tips must tinge with every thought of education, demonstrating the motive power that creates the wonderful productions given to the world and thus making it richer, grander and more beautiful as well as more useful. It is the co-operation of this muscular activity distributed throughout the frame work of the body working in harmony with the brain proper that produces the great creative power that makes man the dominating character of the universe. It is not the brain working alone nor is it the body acting independently. Either working alone means failure; the one makes man a mere beast of burden; the other a fanatic. The secret of success lies in the harmonious indwelling of the whole man each part educated and co-operating with the other, each part truly trained to perform its function, and not in each part acting alone. Hence, in our endeavor to educate, let us have a clear conception of the term and understanding it stand by our post of duty fearless of danger and remember that it is far better to wear out than it is to rust out, that it is far better to be right than to be president of the United States.

